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ABSTRACT

The purposes of the study reported in this document were to investigate the relationship between children's manifest anxiety and their perceptions of negative environmental stimuli, and to determine the effects of socioeconomic status (SES) and race on both of these variables. The hypotheses tested concerned: (a) the degree of anxiety manifested by children from different SES, race, and sex groups; (b) the frequency of negative environmental stimuli perceived by children from different SES, race, and sex groups; and (c) the relationship between degree of anxiety manifested and frequency of negative environmental stimuli. Additional data were collected concerning the quality of negative environmental stimuli perceived by children from each group. The instrument used to measure anxiety was the General Anxiety Questionnaire, which incorporates items from the Children's Manifest Anxiety Scale and the General Anxiety Scale for Children. All subjects were sixth-grade pupils from four Philadelphia schools. Each school represented one of four SES-racial combinations: lower SES black, lower SES white, middle SES black, and middle SES white. Three hundred and fifty-one pupils--three classes from each school--participated in the study. The instruments were administered to an entire class at one sitting. [Tables following the text of this paper are only marginally legible.] (Author/JM)

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Investigation of the Degree and Nature of Anxiety in Children from Different Socioeconomic and Racial Backgrounds, and Some Implications for the Schools.

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Introduction

Two recent studies (Hawkes and Koff, 1970; Hawkes and Furst, 1971a), have found that lower-socioeconomic (SES) black children manifest higher anxiety, than do their middle-SES white counterparts.

In addition, Hawkes and Furst (1971b) have reported that the attitudes toward children's anxiety held by pre- and in-service teachers tend to be in conflict with this finding. Many felt that since lower-SES children live in environments which are more stressful than are those of their middle-SES peers, they are better able to adapt to environmental stress.

At least three important questions have been raised in relation to these investigations. First, what is the nature of anxiety in children? Does it incorporate genuine fear (Erikson, 1963)? Does its meaning change as children from different backgrounds are observed? Second, if lower-SES and black children do manifest higher anxiety than do middle-SES and white children, have urban teacher-training institutions failed to equip teachers with the knowledge and orientations needed to deal adequately with their students? Third, are public schools providing programs which are sensitive to the social-emotional needs of their diverse clientele?

Objectives

One objective of this presentation is to explore the existence, the nature, and some of the causes of anxiety in elementary school children from different SES and racial backgrounds.

A second purpose is to explore means of providing teachers and others concerned about the education process with orientations

toward their charges which are more consistent with empirical findings. It is hoped that this may enable them to better serve the social-emotional needs of these pupils.

It is hoped to stimulate the thinking of the participants, so that this discussion will be carried back to their own communities. We hope that additional steps may be taken to both establish a firmer empirical foundation for our orientations toward children, and to use this empirical knowledge to provide programs which are more sensitive than at present to the social-emotional needs of school children from divergent backgrounds.

A Study of Children's Anxieties

Background and Purposes

Children's anxiety has been widely studied during the past twenty-five years. It has been repeatedly observed that the degree and quality of anxiety vary as children from different SES and racial backgrounds are sampled. Differences, similar to those regarding anxiety, have also been reported in the fears of children from different SES, race, and sex groups. In addition, theorists have noted the tenuousness of any proposed distinction between nonobjective anxiety and objective fear in children. Caution has been urged in applying these terms to childhood manifestations as they are understood in the context of adult psychology.

In an expansion of the Hawkes Et Al studies (1970,1971a), Yasgur (1973) undertook to investigate the consturct of anxiety in children, in terms of its relation to realistic fear, as well as to obtain normative data for SES, race, and sex on the degree of anxiety manifested by children, as measured by a self-report scale.

The hypotheses tested concerned: (a) the degree of anxiety manifested by children from different SES, race, and sex groups, (b), the frequency of negative environmental stimuli perceived by children from different SES, race, and sex groups, and (c) the relationship between degree of anxiety manifested and frequency of negative environmental stimuli perceived. Additional data were collected concerning the quality of negative environmental stimuli perceived by children from each group.

Procedure

The instrument used to measure anxiety was the General Anxiety Questionaire, or GAQ (Hawkes and Koff,1970), which incorporates items from the Children's Manifest Anxiety Scale and the General Anxiety Scale for Children. Two assessment devices were developed for the study. The first was a self-report check-list, to obtain children's perceptions of the frequency with which negative environmental experiences are encountered. The second was an individual interview, to obtain children's perceptions of the quality of negative experiences in their environments. (Copies of these instruments may be found in Appendixes I-III.)

All subjects were sixth-grade pupils from four Philadelphia Schools. Each school represented one of four SES-racial combinations: (a) lower SES black, (b) lower SES white, (c) middle SES black, and (d) middle SES white. Three-hundred fifty-one pupils (three classes from each school) participated in the study.

The GAQ and checklist were admisistered to an entire class at one sitting. Interviews were conducted three to four weeks later, with a stratified random sample (an equal number of boys and girls) from each school. Seventy-six pupils were interviewed.

Statistical Analyses

For purposes of the statistical analysis, the GAQ was divided into two parts: an anxiety scale and a lie scale. Mean scores for each subsample, on the anxiety scale, lie scale, and checklist, are displayed in Table 1. The scores for each scale were analyzed using a three-way (SES, race, sex) univariate analysis of variance, to determine the relative standing of each subsample on degree of anxiety, lying, and perception of frequency of negative environmental stimuli. In addition, Pearson product-moment coeffiecients were computed for correlatioons between anxiety and lie scores,

TABLE 1

MEANS AND STANDARD DEVIATIONS FOR SEX, SOCIO-ECONOMIC STATUS (SES), AND RACE FOR ANXIETY SCALE, LIE SCALE, AND CHECKLIST

Factor			No. of Observations		Variable		
Sex	SES	Race			Anxiety	Lie	Checklist
Boy	Lower	Black	41	$\bar{X}$	23.24	2.34	12.46
				SD	5.30	1.77	1.30
Boy	Lower	White	46	$\bar{X}$	20.51	2.69	12.88
				SD	6.48	2.13	1.89
Boy	Middle	Black	49	$\bar{X}$	19.97	1.91	12.91
				SD	5.61	1.53	1.64
Boy	Middle	White	49	$\bar{X}$	17.67	2.51	12.88
				SD	7.33	2.24	1.63
Girl	Lower	Black	45	$\bar{X}$	25.08	1.98	13.38
				SD	7.20	1.79	1.82
Girl	Lower	White	36	$\bar{X}$	18.21	3.11	12.89
				SD	7.15	2.42	1.43
Girl	Middle	Black	39	$\bar{X}$	21.76	1.56	13.30
				SD	6.34	1.39	2.16
Girl	Middle	White	27	$\bar{X}$	20.71	1.87	13.51
				SD	6.53	1.53	1.45

TABLE 2

CORRELATIONS BETWEEN ANXIETY SCALE, LIE SCALE, AND CHECKLIST SCORES

Instruments	Correlation (r)
Anxiety Scale and Lie Scale	.520*
Anxiety Scale and Checklist	-.310*
Lie Scale and Checklist	-.078

* $p < .01$, with 350 degrees of freedom

anxiety and checklist scores, and lie and checklist scores. These correlations are displayed in Table 2. An alpha level of .05 was established for testing significance in all analyses.

For the interviews, descriptive, rather than inferential, statistics were employed. Categorized data for all questions are displayed in Appendix IV, Tables 1 through 35. The data are presented in an effort to help ascertain whether qualitative differences were found in children's perceptions of negative stimuli. Tests for statistical significance (e.g. chi square) were considered, but were not used for two reasons:

1. Responses were classified into arbitrary categories after the data were collected.

2. Individual categories were not independent of one another.

Summary of Results and Discussion

Null hypothesis 1, that there will be no significant difference in anxiety scores between lower SES and middle SES, was rejected at the .005 level of significance. Although the absolute difference in the mean scores of the two subsamples was only 1.88 points, lower SES pupils attained significantly higher scores than did middle SES pupils.

Null hypothesis 2, that there will be no significant difference in anxiety scores between black and white, was rejected at the .001 level of significance. The absolute difference in the mean scores of the two subsamples was 3.14 points, almost twice that of the difference between SES subsamples. It was concluded that black pupils scored significantly higher than white pupils, in both statistical and absolute terms.

A statistically significant interact on ($p<.031$) was observed

for SES and race. The absolute difference in the mean anxiety scores of lower SES black pupils and middle SES white pupils was 5.04 points, indicating considerably higher anxiety in the former subsample than in the latter.

Null hypothesis 3, that there will be no significant difference in anxiety scores between boys and girls, was rejected at the .05 level of significance. The absolute difference in the mean scores of girls and boys was only 1.37 points. Although the girls scored significantly higher than the boys in statistical terms, the absolute difference in scores was small.

A three-way interaction approaching statistical significance ($p < .054$) was observed for SES, race, and sex. The absolute difference in the mean anxiety scores of lower SES black girls and middle SES white boys was 7.41 points, which indicated a difference in anxiety between these two subsamples, with the lower SES black girls scoring higher.

Null hypothesis 4, that there will be no significant difference in lie scores between lower SES and middle SES, was rejected at the .01 level of significance. Despite the fact that statistical significance was observed, the absolute difference in lie scores was only .52 points, with the lower SES subsample attaining the higher score, and consequently "lying" slightly more, than the middle SES subsample.

Null hypothesis 5, that there will be no significant difference in lie scores between black and white, was rejected at the .005 level of significance. Again, the absolute difference in mean scores was low. Black pupils scored .55 points lower, and consequently "lied" slightly less, than white pupils.

Null hypothesis 6 that there will be no significant difference

in lie scores between boys and girls was not rejected. An almost negligible difference of .27 points was observed, with boys tending to lie slightly more than girls.

No significant interactions were observed for lie scores.

Null hypothesis 7, that there will be no significant differnece in checklist scores between lower and middle SES, was not rejected. Middle SES pupils tended to score slightly higher (.23 points) than did lower SES pupils.

Null hypothesis 8, that there will be no significant difference in checklist scores between black and white, was not rejected. The mean scores of these two subsamples were almost identical.

Null hypothesis 9, that there will be no significant difference in checklist scores between boys and girls, was rejected at the .01 level of probability. Although girls scored .50 points higher than boys, the absolute difference was so small as to make it almost impossible to generalize that girls perceive greater frequencies of stressful stimuli than do boys.

No significant interactions were observed for checklist scores.

One plausible explanation for these findings of no difference amond subsamples in perceived frequency of stressful environmental stimuli, is to be found in the response format for the instrument. The alternative responses provided were in terms of relative frequencies: Never; Hardly ever; Sometimes; A lot of the time; All the time. The findings may indicate that children from all subsamples tended to perceive stressful stimuli in their environments with similar frequency, although these stimuli may have varied in the qualities of their adverse dimensions.

Another possible explanation is that different language norms may exist for different subcultural groups, with regard to des-

cribing temporal phenomena. One may perceive relative frequency in relation to his own milieu, where "sometimes" might mean daily or monthly, depending on the norm.

Null hypothesis 10, that there will be no relationship between anxiety and checklist scores, was rejected at the .01 level of significance. A correlation of -.31 was obtained between anxiety and checklist performances, indicating a tendency for those pupils who revealed higher anxiety to report perceiving fewer negative stimuli in their enviornments. This correlation was not in the expected direction.

Although a non-relationship might be accounted for by the nature of the checklist response categories, a different explanation must be sought for the negative correlation between anxiety and checklist scores. Perhaps the GAQ measures different constructs in different groups, i.e. more fear in children from more dangerous enviornments and more anxiety in children from less dangerous environments. Added to this is the possiblity that children from high stress backgrounds tend to ignore situations which are perceived as very stressful by children from more secure backgrounds.

An inspection of Table 1 reveals that the actual differences in the mean checklist scores of each group were almost negligible. Low standard deviations indicate that very little variation was observed within groups. Since a correlation of -.31 means that less than 10 percent shared variance existed between the anxiety scale and the checklist, it may be concluded that the checklist was inadequate for revealing differences in the perceptions of different groups, as well as individual differences within groups.

Probably the most interesting single finding of this study

was that lower SES and black children were "anxious" about stimuli in their environments which were realistically more fear-provoking than were the negative stimuli reported by their middle SES and white peers.

Several trends were evident in the interview data:

1. Inner-city, particularly black, children were far more concerned about their physical well-being than were their outer-city, particularly white, counterparts. This finding supports the notion that anxiety and fear are closely related in children, particularly in those whose environments are realistically dangerous.

2. Middle SES children interviewed expressed more concerns about academic success than did their lower SES counterparts. Since middle SES pupils are relatively more successful in school than are lower SES pupils, this finding indicates that the GAQ may be more of an assessment of anxiety, as opposed to fear, in middle SES children in lower SES children. Even though, in earlier studies, lower SES children were observed to manifest higher anxiety over schoolrelated, in addition to most other items in the GAQ, their interview responses indicated that their concern with personal safety was more salient than was their concern with school achievement. This does not indicate that lower SES children are less concerned about school acheivement than are middle SES children, however.
3. Boys evidenced greater concern with their physical well-being than did girls. This finding stands in apparent contrast with the higher anxiety and checklist scores of

the girls. One plausible explanation for this seeming disparity is that girls have more general anxiety than do boys, who have more realistic fear of their environments. Perhaps parents treat girls in restrictive ways that make them more generally anxious than boys. Boys may have more freedom to explore their environments and, consequently, learn for themselves which elements impinge on their safely.

Inferences

The purposes of the study were to investigate the relationship between children's manifest anxiety and their perceptions of negative environmental stimuli, and to determine the effects of SES and race on both of these variables. Based on the findings, the following inferences were drawn;

1. Neither race nor SES seems to be the greater determinant of manifest anxiety, when each is observed independently of the other in this study.
2. Manifest anxiety in sixth grade children appears to incorporate realistic fear as well as anxiety. This is particularly so for children from environments which are objectively least safe (i.e., inner city).
3. Inner-city children seem able to realistically appraise the dangers in their environment, though not to adapt to those dangers without concern.
4. Although none of the groups tested was without manifest anxiety, those living amid the greatest danger manifested the greatest anxiety. It is inferred, therefore, that manifest anxiety in children is affected by environmental, in addition to psychological, press.

Simultaneously, Carner (1973) was exploring means of conveying these findings to undergraduate, pre-service teachers in order to bring their attitudes more in line with empirical reality. A pre-test of some 250 undergraduate students corroborated the results of Hawkes and Furst (1971b). These studies found that undergraduate, pre-service teachers consistently predicted that white, suburban youngsters would manifest greater "concerns", "worries", "anxieties", "fears", than would their black, inner-city counterparts.

Five treatment models were compared on their effectiveness in changing the attitudes of pre-service teachers toward the relative anxiety levels of black, inner-city children and white suburban children. Although no treatment was demonstrated to be more effective than any other, the attitudes of subjects in all five treatment groups changed significantly (.001) in the direction of greater consonance with the observations of Hawkes and Koff (1970), Hawkes and Furst (1971a), and Yasgur (1973).

The results indicate that the presentation of information alone was sufficient to change the subjects' attitudes. It is interesting to note that Hawkes and Furst (1971b) reported that those undergraduate and graduate students who had the greater number of hours in Psychology and Education and who had the higher grade point average were less able to accurately predict which group of youngsters manifested the greater anxiety. Whether or not the material is learned well, therefore, has no bearing on the subjects ability to accurately predict the anxiety levels of black, inner-city and white, suburban youngsters.

By implication, the findings support the position that universities are failing to provide urban teachers with information that will enable them to deal effectively with the social-emotional problems of their pupils.

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APPENDIX I

GENERAL ANXIETY QUESTIONNAIRE

Please Mark Your Answer Sheets as Follows for Each Item:

Yes = A No = B

1. It is hard for me to keep my mind on anything.
2. I get nervous when someone watches me work.
3. I feel I have to be best in everything.
*4. Do you ever worry about knowing your lessons?
5. When you are in bed at night trying to go to sleep, do you often find that you are worrying about something?
6. Are you sometimes frightened when looking down from a high place?
7. Do some of the stories on radio or television scare you?
*8. Do you ever worry about what other people think of you?
9. Do you think you worry more than other boys and girls?
10. Do you worry that you might hurt in some accident?
*11. Do you ever worry that you won't be able to do something you want to do?
12. Without knowing why, do you sometimes get a funny feeling in your stomach?
13. Do you get scared when you have to go into a dark room?
14. Do you sometimes get the feeling that something bad is going to happen to you?
*15. Have you ever had a scary dream?
*16. When you were younger, were you ever scared of anything?

17. At times I feel like shouting.

18. I wish I could be very far from here.

19. Others seem to do things easier than I can.

20. I am secretly afraid of a lot of things.

21. I feel that others do not like the way I do things.

*22. Have you ever been afraid of getting hurt?

23. I feel alone even when there are people around me.

24. I have trouble making up my mind.

25. I get nervous when things do not go the right way for me.

26. I worry most of the time.

*27. Has anyone ever been able to scare you?

28. I worry about what my parents will say to me.

29. I get angry easily.

30. Other children are happier than I.

31. I worry about what other people think about me.

*32. Do you ever worry about something bad happening to someone you know?

33. I have worried about things that did not really make any difference later.

34. My feelings get hurt easily.

35. I worry about doing the right things.

36. I worry about what is going to happen.

*37. Are you ever unhappy?

38. I worry about how well I am doing in school.

39. My feelings get hurt easily when I am scolded.

40. I feel someone will tell me I do things the wrong way.

41. I am afraid of the dark.

*42. Do you ever worry about what is going to happen?

43. It is hard for me to keep my mind on my schoolwork.

44. I worry when I go to bed at night.

45. I often do things I wish I have never done.

*46. Do you ever worry?

47. I often worry about what could happen to my parents.

48. I get tired easily.

49. I have bad dreams.

50. I often worry about something bad happening to me.

APPENDIX II

CHECKLIST

Name_____Sex_____Date_____

School_____Room_____

Please Answer Each Item by Placing a Line through the Letter Which Stands for How Often You Have Seen Each Thing Happen.

A. Never B. Hardly Ever C. Sometimes

D. A Lot of the Time E. All the Time

1. Teachers do things that make kids my age happy. A B C D E
2. Teachers do things that make kids my age unhappy . . . . . A B C D E
3. Teachers scold or yell at kids my age. . . . . A B C D E
4. Teachers say friendly things to kids my age. . . A B C D E
5. Kids my age fight at school . . . . . A B C D E
6. Kids my age get bad grades on their schoolwork, like homework, tests, and report cards. . . . . A B C D E
7. Grownups fight with each other. . . . . A B C D E
8. Grownups do things that make kids my age happy. . A B C D E
9. Grownups do things that make kids my age unhappy. . . . . A B C D E
10. Kids my age hurt fighting with other kids. . . . A B C D E
11. Kids my age have a good time together. . . . . A B C D E
12. Kids my age walk near places that are scary. . . A B C D E

13. There are car accidents in my neighborhood. . . . A B C D E

14. There are other kinds of accidents in my neighborhood. . . . . A B C D E

15. Parents do things that make kids my age happy. . . A B C D E

16. Parents do things that make kids my age unhappy. . . . . A B C D E

17. Kids my age get scolded or yelled at, at home. . . A B C D E

18. Parents take kids my age out to do things that are fun. . . . . A B C D E

19. Brothers or sisters make each other happy. . . . . A B C D E

20. Brothers or sisters make each other unhappy. . . . A B C D E

21. Kids my age have to stay home at night by themsleves. . . . . .A B C D E

APPENDIX III

INTERVIEW

School

1. What kinds of books do you like to read?
2. What makes you happy at school?
3. What makes you unhappy at school?
4. What do teachers do that makes you happy?
5. What do teachers do that makes you unhappy?
6. What do kids in school do that makes you happy?
7. What do kids in school do that makes you unhappy?
8. What's a bad grade to get on schoolwork?
9. What's your favorite subject in school?

Neighborhood

10. What makes you happy about your neighborhood?
11. What makes you unhappy about your neighborhood?
12. What's your favorite place in your neighborhood?
13. Are there any scary or dangerous places in your neighborhood? What are they?
14. What do grownups in your neighborhood do that makes you happy?
15. What do grownups in your neighborhood do that makes you unhappy?
16. What do kids in your neighborhood do that makes you happy?

17. What do kids in your neighborhood do that makes you unhappy?

18. What kinds of accidents do people in your neighborhood have?

19. What kinds of games do you play with your friends?

Home

20. What's your favorite T.V. show?

21. What makes kids happy about being home?

22. What makes kids unhappy about being home?

23. What do your parents do that makes you happy?

24. What do your parents do that makes you unhappy?

25. What do your brothers or sisters do that makes you happy?

26. What do your brothers or sisters do that makes you unhappy?

General/Personal

28. If you could be anywhere in the world right now, where would you like to be most of all?

29. Why would you like to be there?

30. What kinds of things do you think kids are scared of?

31. What would you like to be when you grow up?

32. What kinds of things do kids worry about?

33. What are some things that you've worried about that didn't really make any difference later?

34. Can you remember a scary dream that you had? What was it about?

35. What do you like doing most of all?

APPENDIX IV

INTERVIEW DATA

TABLE 1

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 1: WHAT KINDS OF BOOKS DO YOU LIKE TO READ?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Fiction	55	63	63	56	50	68	59
2. Non-Fiction	24	26	20	31	37	13	25
3. Any	18	11	15	14	13	16	14
4. None	3	-	3	-	-	3	1
Total %	100	100	100	101	100	100	99

TABLE 2

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 2: WHAT MAKES YOU HAPPY AT SCHOOL?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Schoolwork	61	45	53	53	53	53	53
2. Social, Peers	18	24	25	17	24	18	21
3. Teacher	13	26	13	28	11	29	20
4. Everything; better than home	8	3	3	3	11	-	5
5. Nothing	-	3	3	-	3	-	1
Total %	100	101	102	101	102	100	100

TABLE 3

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 3: WHAT MAKES YOU UNHAPPY AT SCHOOL?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(n=76)
1. Schoolwork	34	45	30	50	50	29	39
2. Non-physical abuse--teacher	26	34	28	33	21	39	30
3. Physical abuse--Peers	18	3	20	-	13	8	11
4. Non-physical abuse--Peers	8	11	10	8	3	16	9
5. Nothing	8	5	8	6	5	8	7
6. Physical abuse--Teacher	3	3	5	-	5	-	3
7. Everything	3	-	-	3	3	-	1
Total %	100	101	101	100	100	100	100

TABLE 4

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 4: WHAT DO TEACHERS DO THAT MAKES YOU HAPPY?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Teacher management	61	39	40	61	55	45	50
2. Teacher affective	13	42	28	28	16	39	28
3. Schoolwork	18	18	28	8	21	16	18
4. Everything	5	-	3	3	5	-	3
5. Nothing, don't know	3	-	3	-	3	-	1
Total %	100	99	102	100	100	100	100

TABLE 5

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 5: WHAT DO TEACHERS DO THAT MAKES YOU UNHAPPY?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Affective	42	53	40	56	50	45	47
2. Schoolwork Instruction	13	24	15	22	21	16	18
3. Nothing	29	8	23	14	16	21	18
4. Management	11	8	10	8	5	13	9
5. Physical abuse	5	8	13	-	8	5	7
Total %	100	101	101	100	100	100	99

TABLE 6

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 6: WHAT DO KIDS IN SCHOOL DO THAT MAKES YOU HAPPY?

	SES		Race		Sex		Total %
Response Categories	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Cooperate, Share	97	97	95	100	95	100	97
2. Nothing	3	3	5	-	5	-	3
Total %	100	100	100	100	100	100	100

TABLE 7

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 7: WHAT DO KIDS IN SCHOOL DO THAT MAKES YOU UNHAPPY?

	SES		Race		Sex		Total %
Response Categories	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Physical Abuse	50	47	55	42	58	39	49
2. Non-physical behavior toward me	21	47	33	36	24	45	34
3. Nothing, don't know	13	5	10	8	11	8	9
4. Misbehavior in school	16	-	3	14	8	8	8
Total %	100	99	101	100	101	100	100

TABLE 8

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 8: WHAT'S A BAD GRADE TO GET ON SCHOOLWORK?

	SES		Race		Sex		Total
Response Categories	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	% (N=76)
1. E	63	34	55	42	53	45	49
2. D	21	47	25	44	34	34	34
3. C	8	18	13	14	11	16	13
4. F	8	-	8	-	3	5	4
Total %	100	99	101	100	101	100	100

TABLE 9

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 9: WHAT'S YOUR FAVORITE SUBJECT IN SCHOOL?

	SES		Race		Sex		Total
Response Categories	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	% (N=76)
1. Academic	82	97	95	83	92	87	89
2. Non-academic	16	3	3	17	5	13	9
3. None	3	-	3	-	3	-	1
Total %	101	100	101	100	100	100	99

TABLE 10

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 10: WHAT MAKES YOU HAPPY ABOUT YOUR NEIGHBORHOOD?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Social	61	79	63	78	63	76	70
2. Things to do, places to go	21	8	20	8	16	13	14
3. Physical surroundings	8	11	8	11	11	8	9
4. Nothing, don't know	11	3	10	3	11	3	7
Total %	101	101	101	100	101	100	100

TABLE 11

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 11: WHAT MAKES YOU UNHAPPY ABOUT YOUR NEIGHBORHOOD?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Violence (fights, killings, vicious animals, etc.)	39	26	48	17	39	26	33
2. Anti-social (non-physical)	34	26	25	36	21	39	30
3. Physical surroundings (dirty, noisy, unsafe, etc.)	21	13	15	19	21	13	17
4. Nothing, don't know	5	26	8	25	13	18	16
5. Nothing to do, no one to do it with	-	8	5	3	5	3	4
Total %	99	99	101	100	99	99	100

TABLE 12

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 12: WHAT'S YOUR FAVORITE PLACE IN YOUR NEIGHBORHOOD?

	SES		Race		Sex		
Response Categories	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	Total % (N=76)
1. Play area	42	37	40	39	55	24	39
2. Home	18	24	18	25	21	21	21
3. Street	21	16	13	25	11	26	18
4. Friend or relative's house	11	16	20	6	5	21	13
5. Center	5	8	8	6	8	5	7
6. Everywhere	3	-	3	-	-	3	1
Total %	98	101	102				

TABLE 13

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 13: ARE THERE ANY SCARY OR DANGEROUS PLACES IN YOUR NEIGHBORHOOD? WHAT ARE THEY?

	SES		Race		Sex		
Response Categories	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	Total % (N=76)
1. None	32	58	28	64	37	53	45
2. Street places (lots, vacant buildings, etc.)	66	21	63	22	53	34	43
3. Woods, parks	3	13	5	11	8	8	8
4. Someone's house	-	8	5	3	3	5	4
Total %	101	100	101	100	101	100	100

TABLE 14

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 14: WHAT DO GROWNUPS IN YOUR NEIGHBORHOOD DO THAT MAKES YOU HAPPY?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Do nice things for children	92	89	95	86	89	92	91
2. Nothing, not much	5	3	3	6	5	3	4
3. Cooperate with one another	3	5	-	8	3	5	4
4. Everything	-	3	3	-	3	-	1
Total %	100	100	101	100	100	100	100

TABLE 15

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 15: WHAT DO GROWNUPS IN YOUR NEIGHBORHOOD DO THAT MAKES YOU UNHAPPY?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Non-physical behavior toward children and adults	61	76	63	75	63	74	68
2. Nothing	24	24	30	17	24	24	24
3. Physical abuse of children and other adults	16	-	8	8	13	3	8
Total %	101	100	101	100	100	101	100

TABLE 16

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX. TO QUESTION 16: WHAT DO KIDS IN YOUR NEIGHBORHOOD DO THAT MAKES YOU HAPPY?

Response Categories	SES		Race		Sex		Total
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	% (N=76)
1. Positive behavior toward one another	95	92	93	94	92	95	93
2. Nothing	5	5	5	6	5	5	5
3. Everything, lots of things	-	3	3	-	3	-	1
Total %	100	100	101	100	100	100	100

TABLE 17

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX. TO QUESTION 17: WHAT DO KIDS IN YOUR NEIGHBORHOOD DO THAT MAKES YOU UNHAPPY?

Response Categories	SES		Race		Sex		Total
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	% (N=76)
1. Physical abuse of one another	58	32	55	33	50	39	45
2. Non-physical abuse of one another	21	45	28	39	29	37	33
3. Destruction of property	11	16	13	14	16	11	13
4. Nothing	8	8	5	11	3	13	8
5. Everything	3	-	-	3	3	-	1
Total %	101	101	101	100	101	100	100

TABLE 18

PERCENTAGE OF CATEGORIZED INFORMATION RESPONSES BY SES, RACE, AND SEX TO QUESTION: WHAT KINDS OF ACCIDENTS DO PEOPLE IN YOUR NEIGHBORHOOD HAVE?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Vehicles, fires, robberies, etc. damaging property	37	55	43	50	42	50	46
2. Vehicles hitting people	26	8	18	17	18	16	17
3. Minor household and playing injuries	13	18	18	14	13	18	16
4. None, not many	8	13	5	17	11	11	11
5. People harming others	13	3	13	3	11	5	8
6. Serious household and playing injuries	3	3	5	-	5	-	3
Total %	100	100	102	101	100	100	101

TABLE 19

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 19: "WHAT KINDS OF GAMES DO YOU PLAY WITH YOUR FRIENDS?"

Response Categories	SES		Race		Sex		Total %
	Lower (n=[illegible])	Middle (n=[illegible])	Black (n=40)	White (n=56)	Boy (n=50)	Girl (n=38)	(N=76)
1. Conventional outdoor	84	92	85	92	87	89	88
2. Conventional indoor	8	8	8	8	8	8	8
3. Chasing and fighting	8	-	8	-	5	3	4
Total %	100	100	101	100	100	100	100

TABLE 20

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 20: "WHAT'S YOUR FAVORITE T.V. SHOW?"

Response Categories	SES		Race		Sex		Total %
	Lower (n=[illegible])	Middle (n=[illegible])	Black (n=[illegible])	White (n=[illegible])	Boy (n=50)	Girl (n=38)	(N=76)
1. Comedy/ Variety	55	47	60	42	42	61	51
2. Violence/ Horror	29	32	23	39	39	21	30
3. Other (dance, cartoons, no preference)	16	21	18	19	18	18	18
Total %	100	100	101	100	99	100	99

TABLE 21

PERCENTAGE OF CATEGORIZED [illegible] RESPONSES BY SES, RACE, AND SEX, TO QUESTION OF: [illegible] MAKES KIDS HAPPY ABOUT [illegible]?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Positive interactions and feelings	100	92	95	94	92	100	96
2. Everything	-	5	3	3	5	-	3
3. Nothing	-	3	3	3	3	-	1
Total %	100	100	101	100	100	100	100

TABLE 22

PERCENTAGE OF CATEGORIZED [illegible] RESPONSES BY SES, RACE, AND SEX, TO QUESTION OF: WHAT MAKES KIDS UNHAPPY ABOUT BEING HOME?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Parents' verbal abuse, restrictions	53	63	63	53	55	61	58
2. Nothing	13	13	10	17	16	11	13
3. Being left home alone	16	-	13	3	11	5	8
4. Parents' physical abuse	8	3	5	5	5	5	5
5. Siblings	5	5	-	11	-	11	5
6. Miscellaneous (boredom, messiness, etc.)	5	16	10	11	13	8	11
Total %	100	100	101	100	100	101	100

TABLE 23

PERCENTAGE OF CATEGORIZED IMPROVEMENT RESPONSES BY SES, RACE, AND SEX, TO THE QUESTION: "WHAT DO YOUR PARENTS DO THAT MAKES YOU HAPPY?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=39)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Positive action or feeling	95	97	98	94	95	97	96
2. Everything	5	3	3	5	5	3	4
Total %	100	100	101	99	100	100	100

TABLE 24

PERCENTAGE OF CATEGORIZED IMPROVEMENT RESPONSES BY SES, RACE, AND SEX, TO THE QUESTION: "WHAT DO YOUR PARENTS DO THAT MAKES YOU UNHAPPY?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=39)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Non-physical (criticize, mistrust, ignore, etc.)	63	84	69	89	74	74	74
2. Physical abuse	21	5	13	14	13	13	13
3. Nothing	16	11	23	3	13	13	13
Total %	100	100	101	100	100	100	100

TABLE 25

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 25: WHAT DO YOUR BROTHERS OR SISTERS DO THAT MAKES YOU HAPPY?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Positive interaction	95	100	98	97	95	100	97
2. Everything	3	-	3	-	3	-	1
3. Nothing	3	-	-	3	3	-	1
Total %	101	100	101	100	101	100	99

TABLE 26

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 26: WHAT DO YOUR BROTHERS OR SISTERS DO THAT MAKES YOU UNHAPPY?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(N=76)
1. Non-physical behavior	50	58	53	56	58	50	54
2. Physical abuse	42	34	38	39	37	40	38
3. Nothing	8	8	10	6	5	11	8
Total %	100	100	101	101	100	101	100

TABLE 27

PERCENTAGE OF [illegible] RESPONSES BY SES, RACE, AND SEX, TO QUESTION 27: DO YOU HAVE A PET? CAN YOU THINK OF A PET YOU'D LIKE?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(n=76)
1. Yes	89	74	78	86	79	84	81
2. No	11	26	23	14	21	16	18
Total %	100	100	101	100	100	100	99

TABLE 28

PERCENTAGE OF CATEGORIZED [illegible] RESPONSES BY SES, RACE, AND SEX, TO QUESTION 28: IF YOU COULD BE ANYWHERE IN THE WORLD RIGHT NOW, WHERE WOULD YOU LIKE TO BE MORE OF ALL?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(n=76)
1. Another country or state	79	82	83	78	74	87	80
2. Nearby location (there, camp, recreation area, etc.)	11	11	8	14	8	13	11
3. Home	5	8	8	6	13	-	7
4. School	5	-	3	3	5	-	3
Total %	100	99	102	101	100	100	101

TABLE 29

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 30: WHAT WOULD YOU LIKE TO BE THERE?

Response Categories	SES: Lower (n=38)	SES: Middle (n=38)	Race: Black (n=40)	Race: White (n=36)	Sex: Boy (n=38)	Sex: Girl (n=38)	Total % (N=76)
1. Relatives, friends	32	29	30	31	29	32	30
2. Curiosity (haven't been)	26	32	33	25	21	37	29
3. Recreation (have been)	24	34	23	36	29	29	29
4. Better there (safer, cleaner, etc.)	13	3	13	3	16	-	8
5. Miscellaneous	5	3	3	5	5	3	4
Total %	100	101	102	100	100	101	100

TABLE 30

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 30: WHAT KINDS OF THINGS DO YOU THINK KIDS ARE SCARED OF?

Response Categories	SES: Lower (n=38)	SES: Middle (n=38)	Race: Black (n=40)	Race: White (n=36)	Sex: Boy (n=38)	Sex: Girl (n=38)	Total % (N=76)
1. Threat of physical harm	68	47	53	64	55	61	58
2. Physical harm	24	24	30	17	26	21	24
3. Authority	3	18	13	8	11	11	11
4. Nothing	5	11	5	11	8	8	8
Total %	100	100	101	100	100	99	99

TABLE 31

PERCENTAGE OF CANDIDATES' RESPONSES BY SES, RACE, AND SEX, TO QUESTION 32: WHAT KINDS OF THINGS DO KIDS WORRY ABOUT?

Response Categories	SES: Lower (n=40)	SES: Middle (n=36)	Race: Black (n=40)	Race: White (n=36)	Sex: Boy (n=38)	Sex: Girl (n=38)	Total % (N=76)
1. Professional (doctor, lawyer, nurse, teacher, etc.)	29	53	45	36	26	55	41
2. Athlete, entertainer, artist	24	34	30	28	37	21	29
3. Blue collar	29	5	13	22	21	13	17
4. Uniformed	13	5	10	8	13	5	9
5. Other (don't know, family role, etc.)	5	3	3	6	3	5	4
Total %	100	100	101	100	100	99	100

TABLE 32

PERCENTAGE OF CANDIDATES' INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 32: WHAT KINDS OF THINGS DO KIDS WORRY ABOUT?

Response Categories	SES: Lower (n=40)	SES: Middle (n=36)	Race: Black (n=40)	Race: White (n=36)	Sex: Boy (n=38)	Sex: Girl (n=38)	Total % (N=76)
1. Physical harm to self or loved one	63	16	43	36	45	34	39
2. Schoolwork	3	47	25	25	21	29	25
3. Authority	18	16	15	17	21	11	16
4. Threats to self-image	5	5	3	8	3	8	5
5. Miscellaneous (nothing, loss of property, etc.)	13	16	14	14	11	18	14
Total %	100	100	101	100	101	100	99

TABLE 33

PERCENTAGE OF CATEGORIZED RESPONSES BY SES, RACE, AND SEX TO QUESTION: "WHAT KINDS OF THINGS THAT YOU'VE WORRIED ABOUT REALLY HAVE ANY EFFECT ON YOU?"

Response Categories	SES			Race		Sex		Total %
	Lower (n=38)	Middle (n=30)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(n=76)
1. Lack of success in school	11	29	20	19	21	18	20
2. Authority	16	24	18	22	21	18	20
3. Harm to self	24	11	20	14	18	16	17
4. Nothing, can't remember	13	5	10	8	5	13	9
5. Harm to loved one or separation	13	3	10	6	5	11	8
6. Miscellaneous (deprivation, loss of property, self-image, etc.)	24	29	23	31	29	24	26
Total %	101	101	101	100	99	100	100

TABLE 34

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 34: HAVE YOU DREAMED A SCARY DREAM THAT YOU HADN'T TOLD ME? WHAT WAS IT ABOUT?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(n=76)
1. Threat to self	39	42	48	33	42	39	41
2. Harm to self	29	11	20	19	21	18	20
3. Harm to relative, friend, other	13	26	15	25	16	24	20
4. No/Don't want to tell	13	18	15	17	13	18	16
5. Threat to relative, friend, other	5	3	3	6	8	-	4
Total %	99	100	101	100	100	99	101

TABLE 35

PERCENTAGE OF CATEGORIZED INTERVIEW RESPONSES BY SES, RACE, AND SEX, TO QUESTION 35: WHAT DO YOU LIKE DOING MOST OF ALL?

Response Categories	SES		Race		Sex		Total %
	Lower (n=38)	Middle (n=38)	Black (n=40)	White (n=36)	Boy (n=38)	Girl (n=38)	(n=76)
1. Play, sports, etc.	76	66	73	69	76	66	71
2. Read, watch T.V., eat	8	18	8	19	8	18	13
3. Be with family, help at home, etc.	8	8	5	11	3	13	8
4. Study, schoolwork	3	5	8	-	5	3	4
5. Travel	3	3	5	-	5	-	3
6. Everything	3	-	3	-	3	-	1
Total %	101	100	101	99	100	100	100